



COURSE OUTLINE : HIST 103
D Credit – Degree Applicable
COURSE ID 004093
Cyclical Review: September 2018
Revision: September 2021

COURSE DISCIPLINE : HIST
COURSE NUMBER : 103
COURSE TITLE (FULL) : History of Early Latin America
COURSE TITLE (SHORT) : History of Early Latin America
ACADEMIC SENATE DISCIPLINE: History

CATALOG DESCRIPTION

HIST 103 is a general survey course of Latin America from its colonization to its independence. The course introduces the following topics: the imposition of European civilization in Latin America, the development of the different colonies, colonial institutions, European empires' attempt to monopolize Latin American territories and the wars of independence. Special attention is given to the short and long-term effects of colonization. The course ends with an introduction to Decolonial Theory.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

| | Subject | Number | Title | Description | Include |
|----|----------------|---------------|---------------------------|---|----------------|
| 1 | ESL | 151 | Reading And Composition V | read and critically analyze various academic readings; | Yes |
| 2 | ESL | 151 | Reading And Composition V | summarize readings; | Yes |
| 3 | ESL | 151 | Reading And Composition V | organize fully-developed essays in both expository and argumentative modes; | Yes |
| 4 | ESL | 151 | Reading And Composition V | compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion; | Yes |
| 5 | ESL | 151 | Reading And Composition V | revise writing to eliminate errors in syntax, and grammatical constructions; | Yes |
| 6 | ESL | 151 | Reading And Composition V | employ basic library research techniques; | Yes |
| 7 | ESL | 151 | Reading And Composition V | compose one research paper (1,000 words) or two short research papers (500-700words each) with citations. | Yes |
| 8 | ENGL | 100 | Writing Workshop | Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone; | Yes |
| 9 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence; | Yes |
| 10 | ENGL | 100 | Writing Workshop | read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form; | Yes |
| 11 | ENGL | 100 | Writing Workshop | write a summary of a contemporary article or story with correct citation techniques; | Yes |
| 12 | ENGL | 100 | Writing Workshop | write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization; | Yes |
| 13 | ENGL | 100 | Writing Workshop | write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations; | Yes |
| 14 | ENGL | 100 | Writing Workshop | write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques; | Yes |

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| 15 | ENGL | 100 | Writing Workshop | write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings; | Yes |
| 16 | ENGL | 100 | Writing Workshop | write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist; | Yes |
| 17 | ENGL | 100 | Writing Workshop | proofread and edit essays for content, language, citation, and formatting problems. | Yes |

EXIT STANDARDS

- 1 Differentiate between the three main pre-Columbian indigenous civilizations and the five Andean societies;
- 2 compare and contrast the Spanish and Portuguese systems for colonization, politics, land, race, and economic and labor struggles;
- 3 summarize the independence movements of Latin American nations;
- 4 discuss the development of syncretic and hybrid cultures.

STUDENT LEARNING OUTCOMES

- 1 differentiate between the three main pre-Columbian societies
- 2 assess the settlement patterns of Spanish and Portuguese societies in Latin America;
- 3 analyze the social, religious, political, labor, and economic structures of early Latin America;
- 4 evaluate the reasons for the Independence of Latin Americans from Spain and Portugal and compare early independence movements with present revolutionary struggles in Latin America.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

| | Description | Lecture | Lab | Total Hours |
|---|--|---------|-----|-------------|
| 1 | Pre-Columbian Societies <ul style="list-style-type: none"> • Origins • Major societies • Marginal societies | 5 | 0 | 5 |
| 2 | Andean Societies <ul style="list-style-type: none"> • Origins • Major societies • Marginal societies | 5 | 0 | 5 |
| 3 | The New World -- Spanish <ul style="list-style-type: none"> • Contact versus conquest narratives • Portuguese and Spanish exploration • Conquest and indigenous agency | 5 | 0 | 5 |



| | | | | |
|---|---|----|---|-----------|
| 4 | <p>Colonial Systems</p> <ul style="list-style-type: none"> • Portuguese -- Brazil <ul style="list-style-type: none"> ◦ Donatorio captancies ◦ Mission system • Spanish <ul style="list-style-type: none"> ◦ Viceroyalties ◦ Catholic structures | 6 | 0 | 6 |
| 5 | <p>Eighteenth Century in Latin America</p> <ul style="list-style-type: none"> • Bourbon reforms in Latin America • Colonial culture and enlightenment • Slavery • Early revolts of the masses | 6 | 0 | 6 |
| 6 | <p>Systems</p> <ul style="list-style-type: none"> • Labor <ul style="list-style-type: none"> ◦ Free labor ◦ Mita ◦ Mining • Legal • Church • Castas | 12 | 0 | 12 |
| 7 | <p>Portuguese Brazil</p> <ul style="list-style-type: none"> • Foreign challenges • Labor policies • Church and Indians • Masters and slaves | 5 | 0 | 5 |
| 8 | <p>Independence in Latin America</p> <ul style="list-style-type: none"> • Background and precursors • Independence of Mexico • Brazilian experience • Caribbean and South American campaigns • Key historical figures | 10 | 0 | 10 |
| | | | | 54 |

OUT OF CLASS ASSIGNMENTS

- 1 essay (e.g., an essay to compare the various approaches to colonization that European nation took in Latin America and the impact that these had on the indigenous people);
- 2 group project (e.g., a court hearing, colonization on trial – each student would serve as a historical expert witness in an organized debate about indigenous resistance);
- 3 paper (e.g. a written essay or poster talk to compare and contrast two indigenous societies or civilizations).



METHODS OF EVALUATION

- 1 three to five one-hour in class examinations;
- 2 class participation (e.g., small groups debate which pre-Columbian civilization was the most successful at resisting Spanish culture);
- 3 a final examination.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

| Title | Type | Publisher | Edition | Medium | Author | IBSN | Date |
|------------------------|----------|-------------|---------|--------|-----------------------|---------------|------|
| Born in Blood and Fire | Required | W.W. Norton | 4 | Print | John Charles Chasteen | 9780393283051 | 2016 |